

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Target Range Elementary School

other names/site number _____

2. Location

street & number 4095 South Avenue West

☐

not for publication

city or town Missoula

☐

vicinity

state MT

code MT

county Missoula

code 063

zip code 59804

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination _____ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local

Signature of certifying official/Title

Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property _____ meets _____ does not meet the National Register criteria.

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

 entered in the National Register

 determined eligible for the National Register

 determined not eligible for the National Register

 removed from the National Register

 other (explain:)

Signature of the Keeper

Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

- | | |
|-------------------------------------|------------------|
| <input type="checkbox"/> | private |
| <input checked="" type="checkbox"/> | public - Local |
| <input type="checkbox"/> | public - State |
| <input type="checkbox"/> | public - Federal |

Category of Property

(Check only **one** box.)

- | | |
|-------------------------------------|-------------|
| <input checked="" type="checkbox"/> | building(s) |
| <input type="checkbox"/> | district |
| <input type="checkbox"/> | site |
| <input type="checkbox"/> | structure |
| <input type="checkbox"/> | object |

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing
1	buildings
	sites
	structures
	objects
1	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing)

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

VACANT/Not In Use

7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER: Modified One-Room Schoolhouse C-1

plan; LATE NINETEENTH AND TWENTIETH

CENTRUY REVIVALS: Colonial Revival

Materials

(Enter categories from instructions.)

foundation: CONCRETE; WOOD/Timber

walls: WOOD/Weatherboard; BRICK

roof: ASPHALT

other:

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The historic Target Range Elementary School was originally constructed as a wooden, front-gabled two-room schoolhouse, with a symmetrical design that included a projecting central entry and coat room. Somewhat more elaborate than many early twentieth-century country schools in Montana, it evoked formal architecture of the day through the Classical turned columns and pedimented roof framing on the entry, and stickwork trim in the gable end of the roof. A pyramidal-roof bell tower crowns the roof. An addition in 1948-49 resulted in a generally T-shaped plan with an intersecting gable and hipped roof brick addition. The original two-room section is wood frame and measures 25-feet by 45-feet and the attached brick addition measures 35-feet by 30-feet. Fenestration is evenly spaced, two-over-two and six-over-six double hung windows.

An enormous cottonwood tree stands in front of the school building, and a manicured lawn surrounds the building on the north, east and west. The playground area to the south of the building is paved with asphalt and the perimeter of the property is surrounded by a chain-link fence. A concrete lined irrigation ditch runs in front of the north and west sides of the chain link fence.

The Fort Missoula Military Reserve, established in 1877, spans south and southeast along the Bitterroot River, south of Target Range Elementary School. Several other recent housing developments are located to the northwest and northeast. There is a recent trailer home subdivision across the street to the north and directly to the east is the 1992 Target Range Elementary School. An arts and crafts style residence lies directly to the west.

The historic Target Range Elementary School is located in Western Montana within the Missoula Valley, about five miles southwest of downtown Missoula on the south side of South Avenue West and Clements Ave. A former glacial lake bed, the rich, fertile flats of the Missoula valley are surrounded by the Garnet Mountain Range to the east, the Mission Mountains to the northeast, and the Bitterroot Mountains to the west. This high mountain valley was once a well traveled crossroads for the many native tribes of the region and later became a much sought after agricultural area for white immigrants in the late 1800s. The productive soil here is well watered by two major waterways -- the Bitterroot River and the Clark's Fork River, which come together and surround the Target Range School neighborhood on three sides. Directly south of the school building the land slopes up to form McCauley Butte, named for Major Michael McCauley who patented the land in the late 1800s. It was McCauley who donated his land on the butte to establish a military firing range for the soldiers stationed immediately south of the butte at Fort Missoula. The proximity of the Fort Missoula Target Range, gave the Target Range School its name.

Narrative Description

The historic Target Range Elementary School began in 1907 with construction of a wood frame two-room school and was expanded in 1948-49 with a simple yet modern brick addition on the west side. The bell tower was enclosed with vent panels at an unknown date early in the school's history. Other additions to the original building include a bathroom addition at the south end of the west elevation in 1935, enclosure of the front entrance in 1948, and a locker room addition on the south elevation, which was added in 1972. A fire occurred in the north classroom of the original wood-frame portion of the school in the mid-1990s. The original windows, trim and plaster on the east wall were destroyed as were numerous school records dating to 1894. In 2006, a volunteer effort led by the Crawford family helped restore the original finishes in-kind.

The 1907 section of the school house measures 25-feet by 45-feet and rests on a concrete foundation. The walls are sided with horizontal wood ship-lapped siding with simple wood corner boards and a wide fascia board, all painted white. The main entrance and entrance hall is centered on the north elevation. The entrance wing has a hipped roof with a projecting pedimented roof over the entrance doors. The front-facing gable roof is clad with green asphalt shingles and decorative stickwork adorns the peak in the gable end. The school's square bell tower is elevated above the ridgeline on a tapered pedestal, and is enclosed with wood vents and capped with an overhanging pyramidal roof and tall metal lightening rod.

The 1935 bathroom addition is attached to the rear west wall of the 1907 school. It stands on a timber foundation parged with concrete. The walls are clad with lapped weatherboard siding trimmed with narrow wood corner boards and wood fascia trim, all painted white. The hipped roof is clad with green asphalt shingles. In addition, the 1972 locker room addition

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is attached to the south side of the original school. The locker room stands on a concrete foundation, the walls are clad with white aluminum siding, and the shed roof is clad with green asphalt shingles.

The brick addition measures 35-feet by 30-feet and is attached to the west elevation of the 1907 building. The raised concrete foundation supports the load of the common-bond red brick walls, and the hipped roof is clad with green asphalt shingles. There is a brick chimney centered on the south side of the roof.

Elevation Details

North elevation

The facade (north elevation) of the Target Range School faces South Avenue and is shaded by a mature cottonwood tree. A set of concrete steps accesses the projecting main entrance, which consists of a central commercial-grade steel door flanked by plywood-filled sidelights over a base of narrow butt-jointed vertical boards. A second set of three-light divided sidelights flank the entry and continue above the door with central paired lights flanked by single lights. The east and west sides of the entry feature six light fixed sash with paired lights above. A wide fascia board tops the entry wall and is capped by an overhanging open pediment. The flood light fixture above the entry has a tall curving steel arm and standard flood light with a plastic cover.

Matching two-over-two double-hung wood windows are located to the right and left of the entrance in the entrance hall. The windows have simple flat wood trim with a wood sill and profiled top trim. A wide fascia board tops the entrance hall wall and extends to the overhanging eaves. Other details on the 1907 wood frame building include a tall narrow vent in the gable end and the simple sunburst-style stickwork in the gable peak.

Fenestration on the north elevation of the brick addition includes four evenly spaced six-over-six double-hung wood sash with wood trim and canted header brick sills. The brick wall is topped with a wide white fascia board and has overhanging eaves.

East elevation

The east elevation consists of four sets of paired two-over-two double-hung wood sashes and one replacement single light casement sash on the south end. The casement sash was installed to serve as emergency egress. No windows exist on the east elevation of the front entrance hall wall and there is one, one-over-one double-hung wood sash on the east wall of the rear locker room addition. Other features of the east elevation include a very tall mature pine tree and juniper bush located near the front and another tall pine tree near the rear of the building.

South elevation

The south elevation consists of the rear of the locker room wall, rear bathroom wall, and rear of the brick addition wall. Fenestration on the locker room wall includes three evenly spaced single light hopper windows with wood frames. There is also a narrow metal vent located in the gable end above the locker room addition.

Fenestration (from west to east) on the brick wall includes three six-over-six double-hung wood sash with header brick sills and wood trim. A smaller six-over-six sash is located to the east of the three larger sashes. At the far east end of the wall near the bathroom addition is the rear entrance door. It is a steel door with a nine light fixed sash above it.

West elevation

The west elevation consists of the brick addition wall, bathroom addition to the 1907 school, and the west wall of the locker room addition. Fenestration on the brick addition includes three evenly spaced six-over-six double-hung wood sashes with header brick sills and wood trim. Below the windows, there are four rectangular basement window openings in the foundation wall. Three of the four openings are boarded with plywood, and one contains a vinyl two-light slider sash.

Moving south on the west elevation is the bathroom addition. At the foundation level, the concrete has deteriorated and the timbers are exposed. Window openings include two evenly spaced one-over-one double-hung wood sash with wood trim and a wood sill. Further south, the west wall of the locker room addition contains one one-over-one double-hung sash with wood trim and a wood sill.

Interior Description

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The interior of the Target Range Elementary School retains the original circulation plan and layout in both the original 1907 building and the 1948 addition. The joined buildings consist of the original two-room school house on the east and the two-story 1948 classroom addition on the west. Though many interior finishes and fixtures have changed over the years, the 1907 building retains its hardwood floors, much of its bead board wainscoting in the hall, and tall handsome windows on the east wall. Several of the wood windows were destroyed in a fire in the 1990s, but the school district replaced them in-kind with vinyl sash matching the original two-over-two double-hung wood sashes.

The plan and design of the 1948 interior remains largely unchanged. The large and sunny classroom on the first floor with its original chalkboard/bulletin boards on two walls, clock, hardwood floors, and wood window trim clearly evokes the late 1940s. Directly below this room, another identical classroom is intact, though a flood damaged the flooring. Administrative and kitchen space were located south of the classrooms. On the first floor, there was an open area south of the classroom for a secretary and waiting area outside the superintendent's office. Below the superintendent's office a long galley kitchen was used to prepare the school's hot lunch. The kitchen retains its original pine cabinetry, cooking appliances and some equipment. Throughout the 1948 addition, the doors, walls, window and door trim, and hardware are all unaltered.

Integrity

The Target Range Elementary School has undergone multiple changes in its 100-plus years in existence, but still retains a strong level of historic integrity sufficient to convey its use and importance as an early Missoula area school. The school's integrity of location, setting, feeling, and associations remain intact. The workmanship and materials of both the original school and the addition retain sufficient integrity to clearly convey their historic associations. On the schoolhouse's north, east, and south elevations the historic design reads clearly, and such defining features as the crowning bell tower, white clapboard siding and double-hung fenestration all remain. Further, the historic brick addition retains good integrity. While the 1948 addition may detract slightly from the design integrity of the original 1907 wood-frame school house, it is a historic addition made to accommodate growth of the Target Range school population. In addition, expansion allowed the school to keep serving the community, and therefore extended the life of the "little white school house." On the interior, there is much original fabric, and the room divisions and circulation patterns are intact. While the school is no longer the primary educational facility serving Target Range students, it is still used to hold educational and community meetings, retaining continuity of function that the district hopes to maintain through current preservation activities. In 2010, the district was a proud recipient of a Lowe's School grant, and is now working to restore flooring and repair the foundation.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☐ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

EDUCATION

COMMUNITY DEVELOPMENT

Period of Significance

1907-1957

Significant Dates

1907, 1948

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Unknown

Period of Significance (justification)

The period of significance spans from the 1907 construction of the school building through 1957, during which time the school was a significant place in the community for education, social, political, and public health events.

Criteria Considerations (explanation, if necessary)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Target Range Elementary School is eligible for listing in the National Register of Historic Places under Criterion A on the local level for its role and importance as a center of community development in and around Fort Missoula. For nearly 100 years, the building was a place of education for the young people in the Fort Missoula neighborhood, and was also a social locus serving Fort Missoula families as well as the farm families in the small rural tracts south and west of Missoula. The Target Range and Fort Missoula community established the Target Range School District in 1893 and strived to provide their children with a proper education. After years of holding classes in remodeled buildings not designed for educational instruction, the wood frame building was constructed in 1907, during a period of optimism and community growth. The school building provided a place for children of the community to grow and learn and also was the social and political meeting place in the area for everything from school plays and ice cream socials to political polling and public health inoculations. Its expansion in 1948-49 is testament to the general boom in population following World War II, as soldiers returned from war, the economy in Montana was once again robust, and new housing subdivisions were developed in the outskirts of Missoula. Still owned by the school district, the Target Range School is the last example of an early twentieth century wood frame school house remaining in Missoula County and continues to reflect its heritage as a country school and community social center. The district is committed to preserving the building and recently was awarded a prestigious Lowe's Historic Schools grant to restore it for community use.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Settlement of the Missoula Valley

Four major valleys abut the Missoula Valley; the Bitterroot Valley to the south, the Flathead Valley to the north, the Blackfoot Valley to the northeast, and the Frenchtown Valley to the west. For hundreds of years the Missoula Valley served as a natural hub for the many trails used by the Salish, Kootenais, Pend d'Oreilles, Nez Perces, and Blackfeet tribes to traverse the five-valley area. With the introduction of horses in the 1700s, the trails became broader and more visible.¹⁵

In the spring, bands of Salish Indians would travel to the Missoula Valley from their winter camps in the Bitterroot to harvest the Bitterroot plant before it flowered. Many traditional families continued to dig bitterroot in the area of South Missoula near Fort Missoula and the Target Range School, into the 1960s, even when most of the plants had been destroyed or covered over by roads and housing developments.¹⁶

The first Euro-American explorers, trappers, and traders arrived following Meriwether Lewis and his party, who lead the way in 1806, to be followed by David Thompson and others several years later. In 1841, Catholic missionaries led by Father Pierre-Jean DeSmet traveled through Hellgate Canyon and south into the Bitterroot Valley to establish St. Mary's Mission at present day Stevensville. In 1851 the U.S. Army began constructing a provisional depot nearby for the purpose of conducting surveys for a possible railroad route west to the Pacific Ocean. Lt. John Mullan directed the survey of the Missoula and Bitterroot valleys during the winter of 1853-54.¹⁷

The Hellgate Treaty in 1855 was the first step in removing the Salish, Kootenais, and Pend d'Oreilles to the Flathead Reservation and opening western Montana to white settlers. Though many people of the tribes refused to leave the valleys for nearly 40 years, increasing pressures on the land and resources forced them onto the reservation in 1891.¹⁸ Following the 1855 Treaty, Lt. Mullan continued building the Mullan Road between Fort Walla Walla, Washington and Fort Benton, Montana Territory. The road through the Hellgate Canyon was complete in 1860, allowing businessmen C.P. Higgins and F. Worden to establish Hellgate Village and their trading post that year. The small village, located about one mile north of present day Target Range School, never grew substantially, but was the impetus for growth and white settlement in the area. Five years later Higgins and Worden established Missoula Mills, a lumber and flour mill located near present day Higgins Ave. and Front Street. Soon new businesses sprang up around the mill and the inhabitants of Hellgate moved east to the settlement that quickly became known simply as Missoula. Through the late 1860s and early 1970s gold in the hills

¹⁵ Allan J. Mathews, "A Guide to Historic Missoula," (Helena, MT: Montana Historical Society Press, 2002), 7.

¹⁶ Ibid.

¹⁷ Ibid, 9-11.

¹⁸ Ibid, 11.

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both east and west of Missoula and the availability of newly surveyed homestead lands in the valleys brought thousands of men, some with their families, to western Montana. Most people were spread out, engaged in mining, logging or farming in rural areas. Of the 2,544 people recorded in Missoula County in the 1870 federal census, only about 100 were living in Missoula.¹⁹

Missoula continued to grow slowly through the 1870s, hampered by the lack of railroad access and fear of attack by native tribes. Fort Missoula was established in 1877 to protect the growing number of white settlers from the perceived threat. The Fort was located about 6 miles south of Missoula Mills along the Bitterroot River. Not long after the Fort was established, Missoula residents prepared for a battle as members of the fleeing Nez Perce tribe tried to escape across Montana on their way to find refuge in Canada. The soldiers at Ft. Missoula were ready for an offensive, but the tribe skirted the troops by heading further south through the Bitterroot Valley. Though the Fort Missoula men saw no action in 1877, their presence in the valley helped encourage continued settlement around Missoula. A few years later, the previously stalled construction of the Northern Pacific Railroad again resumed full force in 1881, arriving near to the Missoula Valley in 1883. With construction of Northern Pacific shops just outside the town, all barriers to development in the area were lifted, and Missoula was on its way to becoming a bustling city.²⁰

In the surrounding area near Fort Missoula and along the Bitterroot River, many immigrants still dreamt of instant mineral riches and settled in the innumerable mountain drainages, while others settled on the fertile flats and began growing and selling fruits, vegetables, meat, and dairy to the growing population of Missoula.²¹ During the late 1870s and early 1880s, Major Michael McCauley, a retired Indian Agent once stationed at Fort Missoula, George Slack, William Spurgin, William Maclay, Thomas Foley, Owen Kelley and many other immigrants settled in the area near Fort Missoula, patented or purchased 160-acre tracts and began farming in earnest.²² Major McCauley's property encompassed the land just west of the Fort, including the butte that came to be known as McCauley Butte, where he allowed the Army to set up a firing range. North of McCauley's property, the Spurgin's started out growing grain and potatoes on 320 acres. They were the first farm in their section to plant fruit trees.²³ The Maclays farmed several hundred acres north and south of McCauley. Owen and William Kelley also farmed in the sections along the Bitterroot River, where the divergent waters carved a small island, now named Kelley Island.²⁴

Over the next 20 years, increased population in Missoula, and increased demand for produce, dairy and meat made the farming business a lucrative prospect. Development of the fruit industry throughout the Bitterroot Valley intensified between 1890 and 1910, further spurring agricultural pursuits in the valleys south of Missoula.²⁵ Unlike many areas of Montana, growers on the fertile, irrigated Bitterroot flats could survive on 160 acres of land or even less, and many of the small farms came to be generally known as orchard homes.

Capitalizing on the orchard homes concept, Robert Cobban and Samuel Dinsmore envisioned an empire of small gentleman's farms in the area southwest of Missoula. In 1898 they purchased 2,500 acres directly north of Fort Missoula, including William Spurgin's ranch, subdivided it, and gave it the official name, Orchard Homes. The first subdivision consisted of 300, five-acre parcels fed by irrigation ditches.²⁶ Through the course of 1901 and 1902, Cobban and Dinsmore would plat five more Orchard Homes additions, effectively blanketing the area west and north of Fort Missoula with 5-acre orchard tracts.²⁷ The developers heavily promoted the land throughout the state and the nation and soon the farmers in the Orchard Homes subdivision boasted 16,000 fruit trees and were providing much of the produce for the

¹⁹ Ibid, 18. Missoula County in 1870 was a vast region that included most of western Montana north of Beaverhead County.

²⁰ Ibid, 20.

²¹ Ibid, 22.

²² Bureau of Land Management, General Land Office Records, available online at <http://www.glorerecords.blm.gov/PatentSearch/Default.asp?>

²³ Letter from Annabelle Spurgin Miller to "Friends in Orchard Homes." Undated letter in possession of Kris Krawford, Missoula.

²⁴ Ibid, BLM GLO Records.

²⁵ Ibid, Mathews, 39.

²⁶ Ann Emmons et al. Results of a Cultural Resources Inventory of the Russell Street Expansion Corridor, Historical Research Associates, August 2002, 11.

²⁷ Orchard Homes Subdivision No. 4, 5, 6. Missoula County Surveyor's Office. Subdivision Plats accessed online at <http://www.co.missoula.mt.us/research/>.

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Missoula market.²⁸ By 1910, U.S. Census records indicate that the Orchard Homes subdivision was well developed with a population of about 200 people, or about 30 families.²⁹

Throughout the early 1900s, Missoula continued to grow steadily, maintaining a balanced economy. Between 1900 and 1910 its population grew three-fold and many new residents were forced to look for housing outside the downtown core. The population created a need for new schools and transportation systems. In 1905, the Willard School was built at South 6th Street West, the Target Range School on South and Clements in 1907, the Hawthorn School in Orchard Homes in 1910, and the Franklin School in 1916 at South 10th Street and Grant. The first streetcar system was established in 1910 with car barns and its terminus northwest of Fort Missoula at Johnson and South 14th Street. In 1911, south Missoula became the location of Missoula's first paved street when South 3rd Street was covered with a tar macadam bitulithic surface.³⁰ Missoula's diverse industrial base – the rail yards, the university, lumber and flour mills, agriculture, and the Forest Service and other government agencies -- bolstered Missoula as the hub of activity and trading center and insulated it from fluctuations nationally.³¹

Missoula held strong through World War II and like many areas across the U.S. experienced a building boom following the war. Owners of rural properties seized the opportunity and began subdividing their land for housing subdivisions. From the 1950s through to the present day, hundreds of new subdivisions have transformed the rural areas outside downtown into a checkerboard of suburbia and small farms. In the area north and west of Fort Missoula, long time landowners such as the McCauley's, Dale's, and Wohl's subdivided their land into smaller parcels during the 1960s and 1970s. Some owners of the five-acre Orchard Homes farms further subdivided their land, while others bought up multiple lots to establish neighborhoods like the Target Range Trailer Home Park.³² More and more stores and businesses opened along Reserve Street to serve the burgeoning communities. In the 1950s, the business community began to plan for a shopping mall south of Missoula and in 1977 Southgate Mall opened at the corner of Russell St. and South Ave.³³

While Missoula's rural landscape near Target Range School and Fort Missoula has changed considerably in the 60-plus years since World War II, there are still numerous small farm properties with barns and other outbuildings that define the agricultural roots of the community. Furthermore, McCauley Butte and the general reservation boundaries and configuration of buildings at Fort Missoula have changed very little over time. Still today McCauley Butte and the Fort are treasured open spaces in the Target Range and Orchard Homes neighborhoods, further contributing to the agricultural character and feeling associated with the area.

National Trends in School Architecture

There are few buildings associated with the Euro American settlement of the American west more evocative than the one-room schoolhouse. Between 1870 and 1950, the establishment of a community schoolhouse spoke to the permanence of settlement, the importance placed in securing the future of the next generation, and the homogenization of multiple cultures. Indeed, the "process of Americanization took place in country schools."³⁴

The history of country schools is nearly as old as non-Indian settlement of the New World, dating to 1647 colonial New England, when the first statute providing for the establishment of a school system was enacted in America. These formal institutions were called "petty schools" and provided the model for public grammar schools. Typical of New England culture at that time, the emphasis in these early schools was reading, religion, and law. By and large, however, colonial schooling took the form of "subscription schools," which were funded by tuitions and home schooling. Formal education was reserved, for the most part, for children from white upper or middle class families.³⁵

Thomas Jefferson was one of the most vocal advocates for public education in the United States, and understood that "the people are the safest depositories of government" and thought "free education imperative for a strong democracy." His

²⁸ Ibid, Mathews, 40.

²⁹ Twelfth Census of the United States. Population Schedules for Hellgate Enumeration District. Government Printing Office, 1900; and Thirteenth Census of the United States. Population Schedules for Hellgate Enumeration District 63. Government Printing Office, 1910. The enumerator denoted subdivision names in the margins.

³⁰ Ibid, Emmons et al., 12.

³¹ Ibid, Mathews, 41.

³² Ibid, Missoula County Surveyor's Office, Plat maps.

³³ Ibid, Emmons et al., 15.

³⁶ Andrew Gulliford, "Country School Legacy," *Utah Preservation/Restoration*, vol. II, 1981, 44.

³⁵ Andrew Gulliford, *America's Country Schools* (Washington, D.C.: The Preservation Press, 1984), 36-38.

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strong advocacy on the topic lead to the establishment of the “school section” within each township surveyed in the Northwest Territories, and eventually the American West. Though battles over funding, credentials, and control of public education’s future continued through the first half of the nineteenth century, by 1860, it was clear that the country school was vital to the economic and social fabric of the young country.³⁶

One-room schools developed out of the vernacular building traditions of Anglo-American settlers.³⁷ The same gable roofed, rectangular box with a temple-front orientation was used in churches, schools, town halls, and other public or semi-public buildings on the frontier. Its origins can be found in the simple proportions of the single-pen house. The schoolhouse’s adoption of front gabled form was likely a functional consideration, allowing the main room to remain a single large volume with uniform window distribution. The symmetrical front-gabled box also probably appealed to citizens and builders because it evoked classical architecture. The gable-front schoolhouse remained a dominant form throughout Montana during the state’s settlement period.

The gable-front school began as a vernacular tradition, but architects latched onto the form by the mid-19th century and propagated it in building pattern books. Samuel Sloan published a design for a twelve room, brick, classical gable fronted school in his 1852 monograph *Model Architect*. Sloan’s design was a multiplicative expansion of the one-room school. James Johonnot’s *School-Houses* of 1871 featured school houses by S.E. Hewes. Despising the one-room schools of previous generations, Hewes recommended updated designs with antechambers for storage and cloakrooms. Several of Hewes’ plans were gable-front schools, while others were T-shaped or had other configurations and stylish Gothic or Italianate decoration.³⁸

Administrators considered siting an important part of planning a schoolhouse. First and foremost, they tried to select a site accessible to the maximum number of eligible students. Beyond this, builders gave careful planning to window placement in relation to natural light. Late nineteenth and early twentieth century educators believed cross-lighting to be harmful to the eye. As a result, gable-front schools usually featured ribbons of large, double-hung windows on only one of the two side walls, so that light came from either the east or west but not both. Without exception, one- and two-room schools were placed to be square with the cardinal compass points. Unless site constrictions necessitated it, schools were usually set back from the road and provisions were usually made for a playground.³⁹ In Montana and other states, “in their size, scale, materials and construction methods, country schools often resembled houses, especially on the frontier. The teacher and his or her charges were like a big family, further increasing the association of schools with houses.”⁴⁰

Montana Schools

The first public school districts in Montana Territory were established in 1866. The early schoolhouses were rough buildings, often of log construction, poorly lit and heated, with no running water. Compulsory attendance legislation was passed in 1887 although it was impractical and often impossible to enforce in rural areas. Records in 1901 indicate there were 182 rural schools in Montana, but that the average attendance stood at less than eight children per school. Beginning in 1902, the Superintendent of Public Instruction requested legislative assistance for transporting rural students and consolidating single room schools into larger, more inclusive programs. By 1906, standardized courses of study for Montana elementary and secondary schools were adopted widely. A movement to replace early log school buildings with frame, brick or stone gained momentum through the early years of the 20th century.⁴¹

Not long after Missoula Mills became the village of Missoula, organized schools were established. In the early days, classes often would be held in a private home or unused outbuilding. After Montana obtained statehood in 1889, four residents of a community could petition the School Board for financial assistance to establish a school district. The state would help pay the salary of the school teacher and would provide a stipend for room and board. The lack of adequate means of transportation necessitated the construction of many one room schoolhouses, often no more than five miles apart. Generally, if the population grew, a frame school house was constructed.⁴²

³⁶ Ibid, 38-40.

³⁷ Section on one-room school building traditions taken from Architectural Historian Paul C. Diebold’s excellent *Indiana’s Public Common and High Schools MPD*, available online at: <http://www.in.gov/dnr/historic/adobepdf/schoolsmpd.pdf>.

³⁸ Ibid

³⁹ Ibid

⁴⁰ Andrew Gulliford, *America’s Country Schools*, (Washington, D.C.: The Preservation Press, 1984), p. 159.

⁴¹ W.R. Plew, “One and Two Room Rural School Buildings,” University of Montana Bulletin, State College Series No. 11, Bozeman, Montana, 1919, introduction.

⁴² Dave Minor, Paul Bishop, Kingston Heath, “One Room Schoolhouses of Gallatin County National Register of Historic Places Multiple Property Document,” Montana State University, 1980, . On file at Montana State Historic Preservation Office.

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Schools in the early days of Missoula County were likely spread more than five miles apart. In 1890, Missoula County had established 48 school districts, which included schools now in Ravalli, Granite, Mineral, Sanders, Lake, and Flathead counties. Within the 48 districts (each having one school), there were 16 log schools, 25 wood frame schools (six of which were built during 1890), and two brick schools. Five of the schools in the district were without formal school buildings.⁴³

Target Range School District # 23

The first known school classes held in the Fort Missoula area were at Fort Missoula in November 1881, for 12 children of officers at the Fort.⁴⁴ School was most likely held in a vacated barracks room and canceled often when officer's were transferred to new posts. A search of records available at Fort Missoula found no other references to school being held on the military reservation after 1882. Nearly all school records for the Target Range District were lost in a fire at the school in the mid-1990s.

For children in and around Fort Missoula, many personal stories indicate that children traveled into Missoula for school or attended school in a neighbor's home. Annabelle (Minnie) Spurgin Miller, who grew up near Fort Missoula and later became the first teacher at the Target Range School, remembers riding her horse six miles into town for school when weather was good. In the winter, she had to stay with friends or family in town during the school week.⁴⁵

As the population in the area increased in the late 1880s and early 1890s, a group of local residents near Fort Missoula organized to form the Target Range School District on December 26, 1893. It was named "Target Range" because it was closest to the military firing range on nearby McCauley Butte. The first Board of Trustees included George Slack, William P. Maclay, William Spurgin, Owen Kelley, and Major Michael McCauley of Fort Missoula. All of the men were farmers or ranchers, except for McCauley, who was a retired U.S. Indian Agent then living just northwest of the Fort.⁴⁶ The first teacher was Minnie Spurgin, William Spurgin's daughter. She remembers, "I taught three terms of three months each at a salary of \$40.00 a month. The school house stood in the corner of McCauley's field farther east than it is now located. One year I had the house full for all the officer's children from the Fort came. The soldiers hauled our drinking water."⁴⁷

This first Target Range Elementary School was a two-room building built by the Army, located east of where the current school stands. Superintendent's records reveal that the Target Range School was a wood frame building between 1900 and 1906, except in 1903 when the Superintendent reported that the school was log. School records for 1894 indicate there were 30 children residing in the district, but did not record how many were actually enrolled at the Target Range School.⁴⁸ Judging by the size of later classes in the early 1900s, six to nine students may have attended the first classes.

These first students were a mix of Fort Missoula officer's children and children from nearby farms. In the first years of the 1900s, the population of the school fluctuated unpredictably as did populations of other schools in the district. In 1903, Target Range School reported 17 students, then 22 students in 1904, and then back down to 14 students in 1905. The teacher's salary was \$50 a month. Despite fluctuations, populations for all Missoula Schools continued to grow steadily as the early 1900s progressed and more homesteaders settled in the area. Six new schools were built in Missoula County in 1903 and 14 new schools were built in 1904.⁴⁹ Activity at Fort Missoula ramped up in 1904 and by 1906 many new officers had settled in to take part of its expansion to become a regimental post.⁵⁰

In 1907, the wood frame Target Range School was constructed to accommodate 11 elementary school kids. The new two-room school building cost \$1754 and \$1012 was spent on "Incidental" expenses, most likely for equipment such as desks, blackboards, and playground equipment.⁵¹ No records exist as to the designer or builder of the building, however, one descendant of Michael McCauley remembers the school was a remodeled barracks brought in from Fort Missoula. A bell tower was simply added to the building for calling the kids to school.⁵²

⁴³ Statistical and Financial Reports of the School Districts in Missoula. Department of Public Instruction Records, 1899-1959, RS-109. Montana Historical Society Research Center, Helena, MT.

⁴⁴ Undated manuscript, "Missoula Schools 1868," Box 2, Folder 7, Fort Missoula Historical Museum Archives, Missoula, MT.

⁴⁵ Ibid, Miller.

⁴⁶ Missoula County Superintendents Log Book, 1889-1905.

⁴⁷ Ibid, Miller.

⁴⁸ Ibid, Statistical and Financial Reports, 1900-1906.

⁴⁹ Ibid, Statistical and Financial Reports, 1900-1906.

⁵⁰ Ibid, MacDonald.

⁵¹ Ibid, Statistical and Financial Reports, 1907.

⁵² Letter to Kris Crawford from June Klapwick-Dvorak, March 2008.

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Early photos of the school depict a typical one-story building with a bell tower, a pedimented entrance, a band of windows on the east side, and a side entrance with a gabled porch roof. Letters and reminiscences from early day students and teachers indicate that there were boys and girls outhouses at the south end of the school yard.⁵³ The old, pre-1907 school was then moved "a short distance west of the present school location and used as a private dwelling for several years by the McCauley family then moved again one mile further west around the back side of the Target Range Butte."⁵⁴ It was later torn down in the 1940s.

The population at Target Range School continued to grow steadily through the World War I years, boosted somewhat by school consolidation. Missoula County had more than 40 school districts at the turn of the twentieth century, and by 1936 that number had reduced to only 19 districts. During this time a number of the schools in the mountain drainages, such as the O'Brien Creek School and Big Flat School closed due to lumber mills closing. These school closures sent more kids to Target Range. In 1920, the school reported 33 kids enrolled all year, which necessitated the hiring of a second teacher.⁵⁵ With two teachers, the school thrived and new students were added each year.

Louise Warnke was one of the well respected teachers at Target Range and was known for transforming Target Range from a rustic country school to a more modern and well equipped school. She taught grades 1-4 from 1933 to 1941 and in that time was responsible for adding indoor plumbing to the rear of the school (in 1935); bringing in new bulletin boards, blackboards and sandtables; and remodeling the hall to better accommodate coats and winter boots.⁵⁶

By the end of World War II, the school population began to increase as young families moved further outside Missoula where new housing was available. Enrollment steadily increased from 30 students in 1944, to 46 students in 1945, and a record high of 50 children in 1946, which led to an expansion of the school in 1948-49. The simple yet modern two-story brick addition cost \$12,773.29 and included an office for the superintendent, a large upstairs classroom, a basement classroom/cafeteria and attached kitchen, and a glass vestibule enclosure on the front entrance.⁵⁷

All through the years, the school served the educational needs of the many children who passed through its doors. One student, Ray Rademacher, first started school at Target Range School in 1936. He remembers:

Two teachers each handled four grades and a total of 10 to 15 students. They encouraged skill and confidence through our oral reading, repetitions of times tables, diagramming sentences at the blackboard, and memorizing rules of grammar and spelling. Palmer method penmanship was a trying daily routine. Pen and ink replaced pencils in the upper grades and neatness was measured as heavily as content.

Attention in class never strayed for long, as a rap on the back of the hand with a wooden ruler would put us back on track, if the teacher's arched eyebrow or verbal caution failed. The most incorrigible were threatened with embarrassment by being banished to the "library", a small nook in the corner of the upper class room where a globe, "The Book of Knowledge", and a few donated copies of the National Geographic, were available to be savored. Still, we shared a strong feeling that the teachers were always on our side wanting us not just to conform, but to learn to our potential.

Art and music were offered us. In the primary grades, rhythm bands with sticks, triangles and a tambourine were accompanied by the teacher at the piano. We listened to "good music" in the upper grades, on a wind-up Victrola. Famous paintings were shown and discussed. A copy of the Gleaners still stands out in my memory. Stories and portraits of George Washington and Abraham Lincoln were springboards for discussing the honesty of their youth more than their accomplishments as leaders.⁵⁸

In addition, Target Range School also served as a community center. Many children fondly remember it as the place for card parties, community dances, potlucks, elections, and theatrical holiday programs. The event that most students always mention, but don't fondly remember, is the annual "tick shots" given at the school. Each year in May, school children and

⁵³ Ibid.

⁵⁴ "Early Days of Target Range," Handwritten memoir by Frieda Klapwick, 1976

⁵⁵ Ibid, Statistical and Financial Reports, 1910-1920.

⁵⁶ Biography of Louise Ennis Warnke, two handwritten pages. Personal files of Kris Crawford, Missoula, MT.

⁵⁷ Ibid, Statistical and Financial Reports, 1944-1949.

⁵⁸ Letter from Ray Rademacher to George Bailey, Principal of Target Range School. November 4, 1993, Denver, CO.

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parents would line up at the school to receive their Rocky Mountain Spotted Fever⁵⁹ inoculation. Antonio Bertapelle started school at Target Range in 1931 and related how the tick shot was important to him.

If we had done a good enough job of behaving we were allowed to go up on the Butte [McCauley Butte] occasionally during our lunch hours. This also depended on whether or not we had gotten our "tick shots" that year. At that time, the Butte was about the only place east of the Bitterroot River where Spotted Fever ticks were found. They were everywhere west of the river but had just begun to spread to the east. Every spring, Doctors or Nurses from the Public Health Department would come to the school and give the inoculations, and nearly all of us would grit our teeth and get the shots so that we could go up on the Butte.⁶⁰

From the 1950s through to the 1980s, the school continued to serve the young children of the Target Range neighborhood and also serve as a meeting place for the community. The population of the Target Range District continued to grow as other districts consolidated and more people settled south of Missoula. The demand for larger and more modern schools became apparent during the 1960s as schools generally expanded sports activities and enhanced student comfort. In 1972, girls' locker rooms were added in an effort to improve the Target Range School, but by the early 1980s, the school was no longer adequate to accommodate the number of children in the area. The school closed and students dispersed to other nearby districts until a new school was completed in 1992. The new 20-room school was built just east of the original school and still shares the playground area with the original school. In 2006, Cody Crawford started a Boy Scout project to rehabilitate the deteriorating school for use as a community center. Many in the Target Range community rallied behind the project, including his mother Kris Crawford, who has compiled much of the history of the school and neighborhood. The project slowed in 2009, but in 2010, Target Range School was one of just ten schools nationwide to be awarded a \$50,000 grant from Lowes building company, which will help complete the restoration in 2011.

Conclusion

For more than 100 years the Target Range School has been an important anchor building in the Target Range neighborhood. Constructed in 1907 and expanded in 1948-49 the school served as the educational and social center of the Target Range community. Through the years, its children, children's parents, teachers, and district superintendents have sustained the school and opened its doors for a multitude of social and public gatherings. Although the children and teachers have moved nearby to a new school, the school will remain in use, open by appointment for school and community events. Even as the area around the school has changed and become less rural, this "little white school" still evokes the history of the Target Range neighborhood and reflects the agricultural character still embodied in the community.

Developmental history/additional historic context information (if appropriate)

Fort Missoula after 1877

As Missoula blossomed during the 1880s and conflict with native tribes lessened, Fort Missoula became somewhat abandoned until 1888 when 20 African American men of the 25th Infantry Bicycle Corps arrived to study the applications of the bicycle in military activities. The men were housed at Fort Missoula for 10 years conducting research and training, including a 1,900-mile trek from Missoula to St. Louis. The 25th Infantry men left in 1898 at the beginning of the Spanish American War.

⁵⁹ Ibid, Rademacher. Rocky Mountain spotted fever was first recognized in 1896 in the Snake River Valley of Idaho and was originally called "black measles" because of the characteristic rash. It was a dreaded and frequently fatal disease that affected hundreds of people in this area. By the early 1900s, the recognized geographic distribution of this disease grew to encompass parts of the United States as far north as Washington and Montana and as far south as California, Arizona, and New Mexico. An outbreak concentrated in the Bitterroot after the valley was clearcut, causing the population of groundhogs to explode, in turn providing more opportunities for the ticks that were host to the tick fever bacteria to spread. The Rocky Mountain Research Lab was built 30 miles south of Target Range, at Hamilton, Montana to arrest the spread of this disease. Source: Wikipedia: the Free Encyclopedia.

⁶⁰ Letter from Antonio Bertapelle to Target Range School staff, students, and parents. March 22, 1994, Commerce City, CO.

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By 1900, activity at Fort Missoula was at a lull, as census records show a meager population of only about 20 officers, including five children. The lull however was short-lived as Montana Senator Joseph Dixon lobbied faithfully in Washington, D.C. to establish the Fort as a regimental post. Plans for expansion of the fort were underway in 1904 and by 1908, construction of handsome Mission Revival style headquarters, offices, and officer's housing was underway.

By 1910 Dixon's plan brought 258 soldiers and 42 officers and their families. The flurry of building was well timed and the Fort served as a military training center during World War I. Following another lull at the Fort in the 1920s, it became the headquarters for the Rocky Mountain Region of the Civilian Conservation Corp District in 1933, which served to repopulate Fort Missoula with government workers administering CCC program areas. After the CCC program was discontinued in 1941, Fort Missoula became the country's largest alien detention camp, housing Italian detainees and later, after the bombing of Pearl Harbor, "high-risk" Japanese men. After the war, the Fort served as a medium-security military prison until its closure in 1948.⁶¹

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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Minor, Dave, Paul Bishop, Kingston Heath. "One Room Schoolhouses of Gallatin County National Register of Historic Places Multiple Property Document." Montana State University, 1980. On file at Montana State Historic Preservation Office.

⁶¹ James R. MacDonald and Patricia Bick. *Fort Missoula Historic District National Register of Historic Places Nomination Form*, Montana State Historic Preservation Office, August 1986.

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Missoula County Superintendent's Log Book, 1889-1905. Photocopy of excerpt in personal files of Kris Crawford, Missoula, MT.

Plew, W.R. "One and Two Room Rural School Buildings," University of Montana Bulletin, State College Series No. 11, Bozeman, Montana, 1919.

Rademacher, Ray. Letter to George Bailey, Principal of Target Range School. November 4, 1993, Denver, CO.

Statistical and Financial Reports of the School Districts in Missoula. Department of Public Instruction Records, 1899-1959, RS-109. Montana Historical Society Research Center, Helena, MT.

Thirteenth Census of the United States. Population Schedules for Hellgate Enumeration District 63. Government Printing Office, 1910.

Twelfth Census of the United States. Population Schedules for Hellgate Enumeration District 63. Government Printing Office, 1900.

Warnke, Louise Ennis. Biography. Two handwritten pages. In personal files of Kris Crawford, Missoula, MT.

Previous documentation on file (NPS):

☐ preliminary determination of individual listing (36 CFR 67 has been requested)
☐ previously listed in the National Register
☐ previously determined eligible by the National Register
☐ designated a National Historic Landmark
☐ recorded by Historic American Buildings Survey # _____
☐ recorded by Historic American Engineering Record # _____
☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other

Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Legal Location

T13 North, Range 20 West, Section 35, West NE NE NE

Acreage of Property Less than one

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1 11 722443 5192474
Zone Easting Northing

3 11 722497 5192444
Zone Easting Northing

2 11 722445 5192443
Zone Easting Northing

4 11 722495 5192471
Zone Easting Northing

Verbal Boundary Description (Describe the boundaries of the property.)

See Map on Continuation Sheet.

Target Range School
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Boundary Justification (Explain why the boundaries were selected.)

The boundary is drawn, according to legally recorded lines, to include the property historically associated with the Target Range Elementary School.

11. Form Prepared By

name/title Christine Brown
organization Montana Preservation Alliance date November 23, 2010
street & number 120 Reeder's Alley telephone 406-457-2822
city or town Helena state MT zip code 59601
e-mail Christine@preservemontana.org

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Property Owner:

(Complete this item at the request of the SHPO or FPO.)

name Target Range School District #23
street & number 4095 South Avenue West telephone 406-549-9239
city or town Missoula state MT zip code 59804

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

National Register of Historic Places Continuation Sheet

Target Range Elementary School

Name of Property

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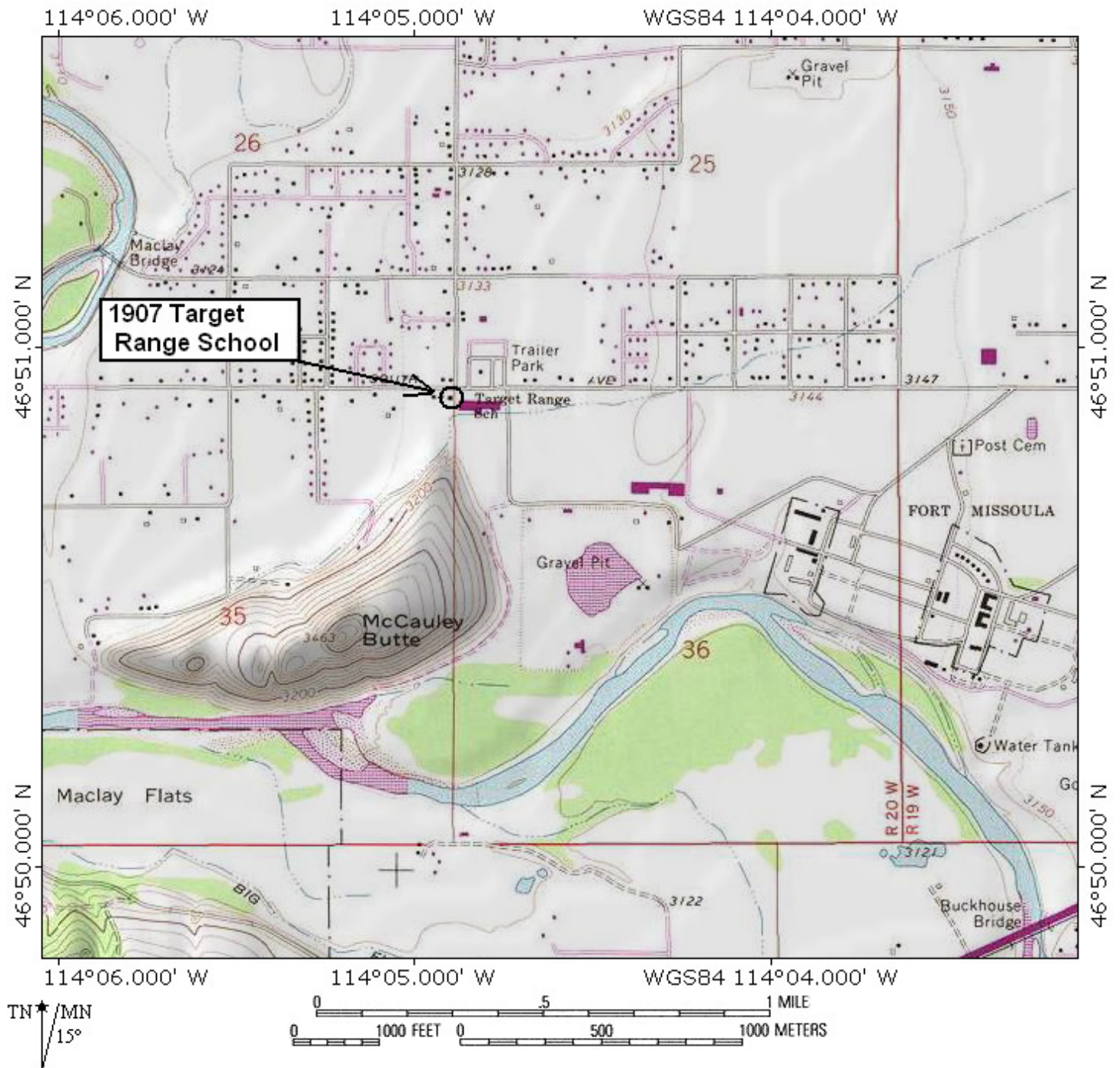
County and State

Name of multiple listing (if applicable)

Additional Documentation

USGS Map

Location of Target Range School, Missoula, MT. Southwest Missoula Quadrangle, 1978.



National Register of Historic Places Continuation Sheet

Additional Documentation

Target Range Elementary School

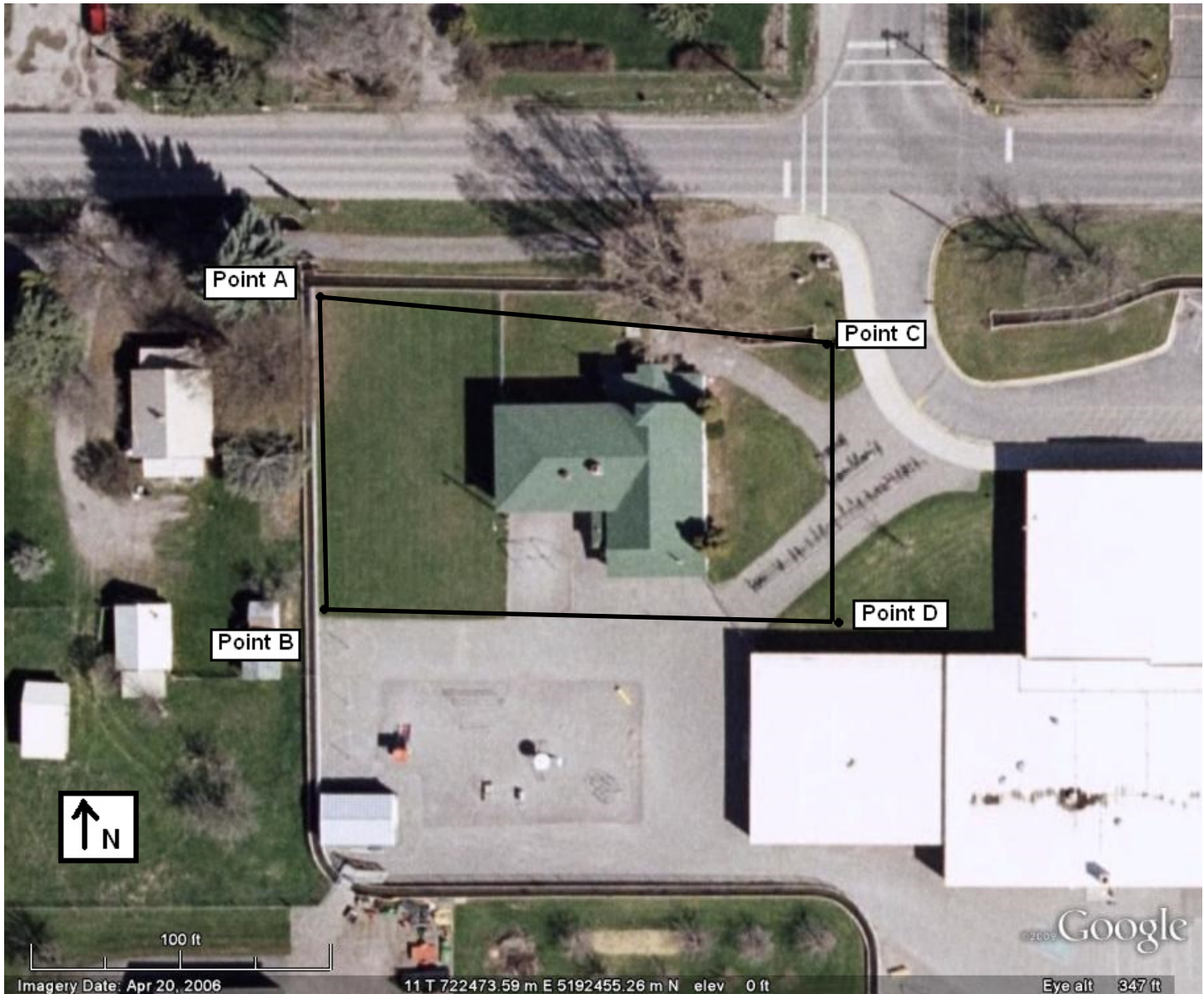
Name of Property

Missoula County, Montana

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Boundary



Point A: 722443E, 5192474N; Point B: 722445E, 5192443N; Point C: 722497E, 5192444N; Point D: 722495E, 5192471N.
All points UTM Zone 11.

National Register of Historic Places Continuation Sheet

Target Range Elementary School

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Photographs

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

All Photographs

Name of Property: Target Range School
City or Vicinity: Missoula
County: Missoula State: Montana
Photographer: Christine Brown
Date Photographed: July 22, 2010

Description of Photograph(s) and number:



MT_MissoulaCounty_TargetRangeSchool_0001

1 of 33.

View of Target Range School, ca. 1907. Courtesy of Fort Missoula Archives.

**National Register of Historic Places
Continuation Sheet**

Photographs

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MT_MissoulaCounty_TargetRangeSchool_0002

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View looking west at Target Range School and playground, ca. 1925. Courtesy of Kris Crawford.

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North elevation

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View of north elevation looking west with irrigation ditch

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Photographs

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View from 1907/1948 school looking northeast at 1992 Target Range School.

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North and west elevations.

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West elevation

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South elevation

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Photographs

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South elevation, view looking northeast

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East elevation

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Photographs

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Overview looking south from school yard

**National Register of Historic Places
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Detail of vestibule

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Interior view of vestibule

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View looking north of original 1907 side hall

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Photographs



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Drinking fountain in 1907 school

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View looking south in front 1907 classroom

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Photographs



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View north in front 1907 classroom

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Detail view of replacement sashes in 1907 front classroom

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View southeast in rear classroom/temporary workspace

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Photographs

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MT_MissoulaCounty_TargetRangeSchool_0020

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View of 1907 bathroom remodeled

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Photographs

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MT_MissoulaCounty_TargetRangeSchool_0021

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1972 Locker rooms

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Photographs



MT_MissoulaCounty_TargetRangeSchool_0022

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Connector stairs between 1907 school and 1948 addition

**National Register of Historic Places
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Target Range Elementary School

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Photographs



MT_MissoulaCounty_TargetRangeSchool_0023

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View west across 1948 upstairs classroom

**National Register of Historic Places
Continuation Sheet**

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)

Photographs



MT_MissoulaCounty_TargetRangeSchool_0024

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View east 1948 upstairs classroom

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0025

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View west at stair and hall to 1948 classroom and Superintendent's office

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0026

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View west into 1948 addition office

**National Register of Historic Places
Continuation Sheet**

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)

Photographs



MT_MissoulaCounty_TargetRangeSchool_0027

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View east in 1948 basement classroom/cafeteria

**National Register of Historic Places
Continuation Sheet**

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)

Photographs



MT_MissoulaCounty_TargetRangeSchool_0028

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View west from stairs at basement classroom/cafeteria

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0029

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View looking up stairs from basement classroom/cafeteria to 1907 hall

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0030

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View of basement hall to kitchen

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0031

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View of 1948 basement hall storage closet door

**National Register of Historic Places
Continuation Sheet**

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)

Photographs



MT_MissoulaCounty_TargetRangeSchool_0032

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View of basement kitchen in 1948 addition

**National Register of Historic Places
Continuation Sheet**

Photographs

Target Range Elementary School

Name of Property

Missoula County, Montana

County and State

Name of multiple listing (if applicable)



MT_MissoulaCounty_TargetRangeSchool_0033

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View west of basement kitchen in 1948 addition